# Data on Second Majors in Language and Literature, 2001-08 

## MLA Office of Research

Web publication, October 2010
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ON 19 May 2010 data on second majors, beginning in 2001, were added to the online database for the degree completions component of the US Department of Education's Integrated Postsecondary Education Data System (IPEDS), available on the National Science Foundation's WebCASPAR Web site (https://webcaspar.nsf.gov/). Following are selected findings pertaining to second majors in language and literature. Looking at data on language and literature bachelor degree conferrals overall shows that in some fields, such as foreign languages, second majors make up an unusually large share of the students receiving bachelor degrees. Comparing the number of second majors in a field with the number of first majors, second majors range from $4 \%-5 \%$ of first majors in fields like education and psychology to $10 \%-12 \%$ in economics and political science but jump to significantly higher percentages in foreign languages. In 2001 the number of second majors in foreign languages was $28 \%$ of the number of first majors, increasing to $36 \%$ in 2008. Nearest to foreign languages in percentage terms are area, ethnic, cultural, and gender studies ( $28.6 \%$ of 8,448 first BAs in 2008) and philosophy and religious studies ( $22.1 \%$ of 12,275 first BAs in 2008). At 7,757 in 2008, second majors in foreign languages exceeded the absolute number in the next most populous field—psychology, at 4,561-by $70.0 \%$.

Data on first and second majors are reported by institutional representatives, not by individual degree recipients, so we cannot attribute individual intention to the ranking of first and second majors. This report uses first majors as the primary number of reference, because this number indexes how many bachelor degrees are granted each year.

Figure 1 and table 1 show the number of first majors from 2001 to 2008 in selected disciplines, including education, psychology, and visual and performing arts. Figure 2 and table 2 give numbers in the same disciplines for second majors. Figure 2 shows a striking standout: the number of second majors in foreign languages outstrips other disciplines significantly. Foreign languages not only show higher absolute numbers of second majors, as figure 2 illustrates; they also have a remarkably higher rate of second majors in relation to the number of first majors. Table 2 gives the absolute number of second majors as well as this number as a percentage of the number of first majors (from table 1) in those disciplines. Table 2 shows that the percentage is highest among foreign languages, about $28 \%-36 \%$. Only philosophy and area studies come close to foreign languages's figures, although there are also significant percentages of second majors in economics, political science, sociology, and history.

Table 3 shows the sum of first and second degree conferrals in selected disciplines. This table allows us to see that foreign languages, at 28,828 degrees, surpasses economics in the total number of degrees conferred when second majors are added

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to first majors. (Second degree conferrals are distributed by gender in proportions nearly identical to first degrees.)

Tables 4 and 5 give number of bachelor degrees awarded to first and second majors in detailed areas of English and foreign languages. Both Germanic and Romance languages show rates of second majors that are over $40 \%$ the number of first majors.

Finally, we should mention that the Humanities Departmental Survey of 200607 found that 27,710 students completed a minor in English and 51,670 completed a minor in foreign languages (Laurence 4). Figure 3 shows that in foreign languages the number of minors $(51,670)$ exceeds the number of majors $(28,710)$. Taking second majors into account, the number of minors in foreign languages is still greater than the number of majors. When majors and minors are both considered, the number of undergraduates moving through bachelor degree programs in foreign languages rises to be roughly comparable to the number moving through bachelor degree programs in English-a discovery that revises the common view of foreign language programs as smaller than English, in both the number of undergraduates they are attracting and the number they are serving in the upper division.

Doug Steward

## Work Cited

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| 9＊8Z | ع＇8乙 | 9＊8Z | 6＊2 | 8＇92 | 0．92 | L＇Zて | て＇6T |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
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| 8．9を | 8｀¢E | 8＇SE | て＇9E | S＇E\＆ | 6＇Zを | L＇Zを | 0＊82 |  |
|  | 9＇ZI | ¢＇乙T | 9＇ZI | 8＇IT | て＇II | 0＇TI | L＇6 | sכ！wou0כヨ |
| 96 | ع＇0T | と＇0T | ع＇0T | ع＇0T | ع＇6 | ع＇6 | 88 | K60잉S |
| 6．6 | L＇6 | て＇0T | ガ0T | 6．8 | 8＇8 | T＇6 | T＇8 | Kols！${ }^{\text {a }}$ |
| 0＇IT | 8＊TI | 8＊TI | 6．IT | 0＇IT | T＇0T | 9＊0T | S＇6 |  |
| 6＇T | 9＇T | L＇T | 9＇โ | 8＇T | L＇T | L＇T | カ＇ |  |
| L＇9 | S＇9 | カ＇9 | T＇9 | T＇9 | 9＇G | 8＇G | S＇G |  |
| 6＇$\varepsilon$ | L＇$\varepsilon$ | S＇E | S＇E | $\varepsilon ' \varepsilon$ | て＇E | $0^{\circ} \mathrm{E}$ | L＇Z |  |
| T＇も | でも | 0＇t | 0＇t | 8＇$¢$ | 8＇$\varepsilon$ | $6^{\prime} \varepsilon$ | 8＇ع |  |
| て＇S | カ｀G | L＇G | S＇9 | て＇G | T＇G | て＇G | て＇G | једәиәб ‘КбоןочЈКsd |
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| 8002 | L0 |  |  |  |  | Z0 |  |  |


| E8 | Z8 | 98 | ZL | 62 | GL | I6 | 66 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \＆ | LT | 6T | \＆Z | ャI | ャ | ฤ | LT |  |
| 6GZ | Sカて | 8LZ | EGZ | 60ع | STE | عLE | 8LZ |  |
| ยદદ | ฤ0¢ | L8Z | こと乙 | 0乙乙 | 9ع乙 | ع9］ | LTI | 6и！！！ıм әл！̣セəıว |
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| عと6＇乙 | ع98＇乙 | SSL＇Z | S99＇Z | T09＇Z | 90ع＇乙 | ESE＇乙 | 99て＇乙 | ןぇәиәつ |
| 8002 | L00Z | 9002 | G002 | 七00Z | \＆00Z | Z00Z | L00Z |  |
| S00＇T | †00＇โ | 660＇T | こTO＇T | STO＇T | S80＇T | ஏ8て＇โ | 9てて＇โ |  |
| 8TS | 08t | ฤSt | 6St | てんも | 6T\％ | T8E | โIE |  |
| 98L＇L | 088＇L | ャL0＇8 | GLE＇8 | 6Z8‘8 | ELG＇6 | S29＇6 | 0LG＇8 | sə！pms ןеכ！ıоұәцл pue цวәәds |
| と9でて | L60＇Z | 0G6＇T | ても8＇T | 008＇โ | OZカ＇T | L8て＇โ | ૪Gて＇โ | రи！！！！м әл！！ |
| T9t | てカワ | ヤOS | TOS | ZTS | OTS | LTも | LLE | uo！！！Sodmos पs！！6uヨ |
| 9L0＇とt | 9てE‘とャ | ャ90＇とャ | とヤでてヵ | ャ0ガで | 6ZL＇0t | 0ヤガ6を | 698‘8E | ן¢əиəつ |
| 8002 | L00Z | 9002 | G002 | 七002 | ع00Z | Z002 | L002 |  | Foreign languages, literaures, and inguistics, oter Middle/Near Eastern and Semitic languages, literatures, and linguistics American Sign Language


 Germanic languages, literatures, and linguistics Classics and classical languages, literatures, and linguistics





 American Indian / Native American languages, literatures, and linguistics Southeast Asian and Australasian/Pacific languages, literatures, and linguistics Celtic languages, literatures, and linguistics South Asian languages, literatures, and linguistics | Modern Greek language and literature | 8 |
| :--- | :---: | African languages, literatures, and inguistics Foreign languages, literatures, and linguistics, other Middle/Near Eastern and Semitic languages, literatures, and linguistics Slavic, Baltic, and Albanian languages, literatures, and linguistics

American Sign Language East Asian languages, literatures, and linguistics Germanic languages, literatures, and linguistics Classics and classical languages, literatures, and linguistics Linguistic, comparative, and related language studies and services Romance languages, literatures, and linguistics
Number of First Majors and Second Majors in Foreign Languages, by Language, 2001-08

$$
\begin{array}{|l|}
\hline \text { Modern Greek language and literature } \\
\hline \text { South Asian languages, literatures, and linguistics } \\
\hline
\end{array}
$$

$$
\begin{array}{|l|}
\hline \text { South Asian languages, literatures, and linguistics } \\
\hline \text { Celtic languages, literatures, and linguistics } \\
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| $\bigcirc$ | - | - | - | $\cdots$ | N | N | $\checkmark$ | O | $\checkmark$ | $\stackrel{\rightharpoonup}{\circ}$ | $$ | $\begin{gathered} \underset{\sim}{u} \\ \hline \end{gathered}$ | $\underset{\sim}{\omega}$ | $\begin{array}{\|c} \substack{0 \\ \hline \\ \hline} \\ \hline \end{array}$ | + |
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| $\bigcirc$ | - | - | - | - | $\omega$ | - | $\stackrel{\sim}{\sim}$ | A | $\stackrel{\square}{\circ}$ | $\dot{o}_{\infty}^{\infty}$ | $\begin{array}{\|c} \mathrm{N} \\ \mathrm{~N} \\ \hline \end{array}$ | $\begin{aligned} & 0 \\ & 0 \\ & \\ & \hline \end{aligned}$ | $\begin{aligned} & \omega \\ & \underset{\sim}{\circ} \\ & \hline \end{aligned}$ |  | - |
| $\bigcirc$ | 0 | $\bigcirc$ | $\bigcirc$ | $-$ | $\omega$ | $\vdash$ | $\pm$ | $\stackrel{\rightharpoonup}{8}$ | $\infty$ | $\stackrel{\stackrel{\circ}{\bullet}}{ }$ | $\begin{array}{\|c} \omega \\ \hline \mathbf{o} \\ \hline \end{array}$ | $\begin{aligned} & \mathrm{O} \\ & \hline \end{aligned}$ | $\begin{aligned} & \hat{\sim} \\ & \hline \end{aligned}$ | $\begin{aligned} & 1 \\ & 0 \\ & \hline \end{aligned}$ | - |

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Fig. 3
Completed Majors and Completed Minors, 2006-07



[^0]:    Laurence, David. "The Modern Languages in The 2007-08 Humanities Departmental Survey." Humanities Departmental Survey. Humanities Resource Center Online, 15 Jan. 2010. Web. 3 Aug. 2010.

